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ABSTRACT

This staff development module is part of one of three groups of career guidance modules developed, field-tested, and revised by a six-state consortium coordinated by the American Institutes for Research. This module is designed for guidance personnel who work in counseling and guidance at the secondary school level. The goal of this module is to teach the use of group counseling techniques and activities to students as a means of helping them gain greater and more effective understanding of their assessment of their career guidance informational needs. The module format consists of an overview, goals, objectives, outline, time schedule, glossary, readings, skill development activities, and bibliography. A Coordinator's Guide is also included with detailed instructions for presenting the module in a workshop setting as well as the facilitator's roles and functions and the criteria used in assessing the participants' achievement of module objectives.
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PERSONALIZING CAREER GUIDANCE ASSESSMENT INFORMATION THROUGH GROUP COUNSELING

MODULE 35

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U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
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ORIENTATION

The purpose of this module is to provide you with information and experiences that will assist you in using group counseling techniques for effective interpretations of career guidance assessment information. Such techniques are in turn intended to personalize career guidance assessment information for the students with whom you work. To accomplish this purpose, a number of learning experiences have been organized around a workshop format. The format will involve you in activities designed to increase your: (1) understanding of group counseling as an approach to career guidance assessment information interpretation, (2) knowledge of basic group counseling techniques, (3) skills as a group counseling leader, and (4) effectiveness in evaluating your own performance as a group counseling leader.

A workshop coordinator will be facilitating the workshop sessions and activities and will be working closely with you in helping you conduct and evaluate your work. As questions or concerns arise during the workshop, please feel free to consult with the workshop coordinator.

GOAL AND OBJECTIVES

Module Goal

This module is directed toward career guidance personnel working in school settings, especially grades 7-12, including individuals such as school counselors, paraprofessionals, occupational specialists, teachers, guidance directors, and administrators. The module topic is personalizing career guidance assessment information through group counseling. The module is intended to teach the use of group counseling techniques and activities as means of helping students gain greater and more effective understanding of their own career guidance assessment information.

Given the current complexity of, and emphasis on, assessment in career guidance, it is essential that career guidance professionals have knowledge and skills that will enable them to be effective in that regard.

Module Objectives

When you have successfully completed this module you will be able to:

1. Write at least five (5) advantages and four (4) limitations for using group counseling for interpreting career guidance assessment information.
2. List one advantage and one limitation to or for your students and to or for yourself in using each of the five group counseling interpretation activities.
3. Correctly identify 4 of 5 sample leader responses and demonstrate (in writing) the use of three (3) group leader facilitative responses.
4. Demonstrate (in writing) the correct use of group leader regulating responses by responding appropriately 4 of 6 times.
5. Evaluate a group leader's effectiveness in the group approach to career guidance assessment information interpretation via the accurate counting of the leader's behaviors at least 80% of the time.

Assessment criteria for these objectives can be found in the Coordinator's Guide at the end of this module.

WORKSHOP OUTLINE

<u>Session</u>	<u>Approximate Completion Time</u>	<u>Module Objectives Reached</u>
Module Orientation	1/4 hour	
Career Guidance and Assessment	1/2 hour	1
Career Guidance Assessment Information	3/4 hour	2
Personalizing Group Counseling	2 hours	3
Regulating Group Interaction	1 hour	4
Performance Evaluation	1 1/4 hours	5
Wrap-up	1/4 hour	
	<hr/> 6 hours	

SESSION 1 -- CAREER GUIDANCE AND ASSESSMENT

The purpose of this session is to provide you with an opportunity to become more aware of the meaning and importance of effective and personalized interpretations of career guidance assessment information. It is also intended to help you identify personally relevant justifications for the use of group counseling for career guidance assessment information interpretation.

To begin the session, please review the material on the next few pages. As you read this material, try to keep these questions in mind:

1. How do the ideas presented apply to my job and work setting?
2. Could I defend or refute each of the advantages and limitations presented in my work setting?
3. How effective have I been in personalizing career guidance assessment information interpretations?

When you have finished reviewing the material please complete Worksheet number 1. When everyone has completed this first worksheet, there will be a general discussion led by the workshop coordinator.

CAREER GUIDANCE AND ASSESSMENT

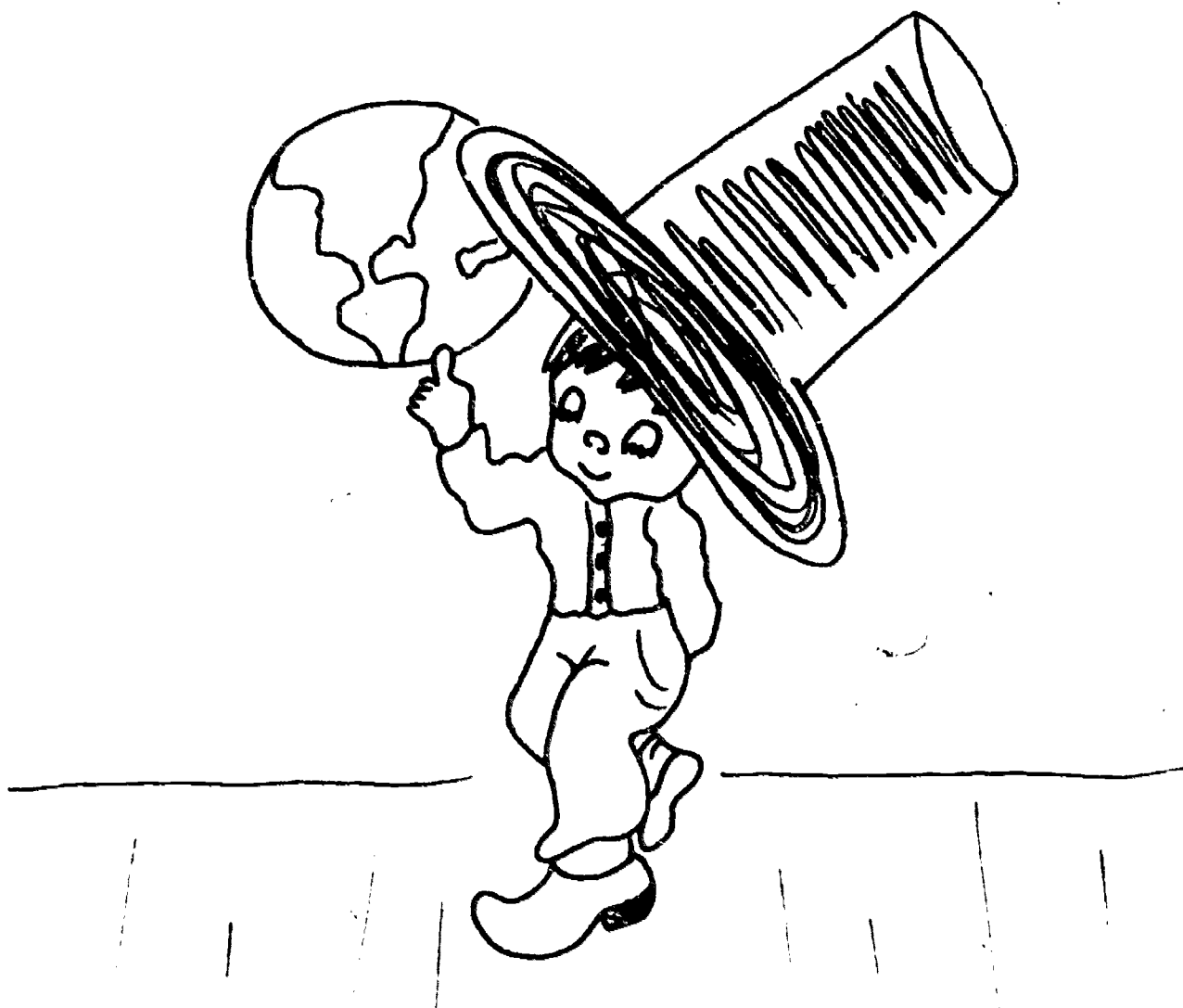
Let's begin with a simple definition. For our purposes we will define career guidance as any set of activities a helping professional or paraprofessional engages in for the purpose of helping students in their life-long process of gaining skills in setting goals and in developing, implementing, evaluating and revising plans to define a career and deal with life problems and opportunities. This definition encompasses more than just "career guidance" activities. It includes anything career guidance personnel do for students that affects their career development and life directions. Under this definition, career guidance may be formal or informal, structured, individual or collective, and have immediate or long term effects. The point here, then, is that any such activity may be "career guidance" depending on its ramifications for students.

One fundamental and common counselor activity is assessment. Again, for simplicity, we will define assessment simply as the process of obtaining information about students. Under this definition, assessment may be formal (or structured) as in the use of tests or behavior observation techniques, or informal (unstructured) as in asking students or people who know them for information about the students. In either case the career guidance person obtains information about students. While this information is helpful to career guidance personnel, its true value lies in its meaningfulness to the students to whom it applies.

Much of the success of career guidance is contingent upon effective use of accurate and relevant personal information by students. Part of a career guidance person's role in guidance is therefore that of an "information processor." That is, it is this person who helps students effectively understand the information that is available about them. Thus, career guidance persons are charged with the responsibility for using assessment information interpretation procedures that produce personally meaningful results and experiences for students.

The need for effective interpretations

One of the primary goals of education in general and career guidance in particular is to help students become "well-adjusted" in life. While it is difficult to define a well-adjusted person, it is known that such a person has a significant amount of self-knowledge. However, in order to achieve self-knowledge, a person must be provided with personal information that is comprehensive, meaningful, valid, and, above all else, understandable. Effective interpretations of assessment information thus are necessary to help students achieve this goal of self knowledge.



The need for effective interpretations of assessment information also relates to decision-making. It seems self evident that the best decisions are those that are made on the basis of accurate information. If students are to make effective decisions, particularly

those related to career development, then they must be exposed to effective assessment information interpretation procedures. To provide students with less than the most effective interpretations not only prohibits them from making sound decisions but also actually encourages them to make inappropriate decisions.

Accurate self knowledge and effective decision making are in turn related to positive self-development. How can students move toward maximizing their personal potentials if they don't know themselves or make decisions from inaccurate information? Effective assessment information interpretations are essential for students to be able to engage in positive self-development.

Group counseling for assessment interpretations

There are many approaches to assessment information interpretation and each has its advantages and limitations. However, the group counseling approach is the one recommended here. This choice is based on the belief that group counseling approaches capitalize on the advantages of other approaches and minimize their limitations. To provide a perspective for this belief, some of the major advantages and limitations of the group counseling approach to assessment information interpretation are listed below.

Advantages

1. Most students are more receptive to interpretations in the group context. The peer group situation provides a more "comfortable" atmosphere for most students in that they don't feel they're being singled out.
2. Students receive more input and feedback about their interpretations. If the group functions effectively, the career guidance person is only one of several sources of information or interpretation for a student.
3. Students have the opportunity for immediate interactions about the interpretations. Again, if the group functions effectively, the student may readily gain several different perspectives on the interpretation of assessment information.
4. The guidance person's time is used more efficiently. With the large numbers of students typically assigned to counselors,

the group counseling approach is much more time-economic.

5. The guidance person's role is in some ways simplified. The group members "help" him/her with the interpretation process.
6. The guidance person gains credibility. The group members' interpretations support and supplement the interpretations.
7. Services are provided to more students. The group counseling approach allows more students to receive effective interpretations.
8. Guidance services are more widely recognized. When large numbers of students are served, the guidance person's efforts are more easily noticed.
9. Guidance services are more easily accepted. When guidance services are effective and widely recognized, they will be accepted as important by other educational personnel and students.
10. Resource materials are more effectively used. The group format maximizes the benefit of any one exposure to resource materials.

Limitations

1. Some students may be inhibited by the group situation. A private, one-to-one context may be more comfortable for some students.
2. Some students may take advantage of the situation. The opportunity to have significant impact on the group proceedings might cause some students to attempt to disrupt the process.
3. Guidance personnel need to have group counseling skills. Some may not have the appropriate training or educational background.
4. There may be scheduling difficulties. It may not be possible or practical to form the groups.
5. Some parents may object to the approach since "public" exposure of their child's assessment information may be disagreeable to them.
6. There may be a shortage of material resources. It may not be possible to get desired materials, physical settings, etc.

Personalization as a goal

Personalization of the interpretation of career guidance

assessment information is the primary goal of the group counseling approach. Personalization means that each student understands and accepts as ~~valid~~ the interpretation of the assessment information as it relates to him/her. Personalization means that an interpretation has personal relevance and meaning for the student. The major concern here is to facilitatively provide an interpretation that is accurate and helpful so that it is in the student's best interests.



The group counseling approach to career guidance assessment information interpretation achieves personalization by providing an atmosphere conducive to student career guidance person interaction.

When such a situation is achieved, personalization and exploration for each group member will naturally follow. The first step in achieving this situation is forming counseling groups and therein lies the need for a rationale for the use of group counseling.

Now please complete Worksheet 1.

WORKSHEET

Assume that you favor using group counseling for interpreting career guidance assessment information for students but that your supervisor (or administrator) is reluctant to let you unless you can justify doing so. Your task here is to develop a rationale for your use of group counseling in this regard. A partially completed outline for this purpose is provided below. You are to complete the outline based on the material you just reviewed and your personal knowledge and experience.

When you have completed the outline, please wait for the workshop coordinator to begin the general discussion.

Outline for a rationale for the use of group counseling for interpreting career guidance assessment information for students.

I. Student considerations

A. Advantages for students:

1.

2.

3.

4.

B. Limitations for students:

1

2.

3.

II. Personal considerations

A. Advantages for my job functioning:

1.

2.

3.

4.

B. Limitations for my job functioning:

1.

2.

3.

III. Setting (school, system, etc.) considerations

A. Advantages for the school (system, etc.)

1.

2.

3.

4.

B. Limitations for the school (system, etc.)

1.

2.

3.

IV. Resource (material, physical, or personnel) utilization considerations

A. Advantages for resource utilization

1.

2.

3.

B. Limitations for resource utilization

1.

2.

When you have completed this worksheet, please wait for the workshop coordinator to begin the large group discussion.

SESSION 2 – CAREER GUIDANCE ASSESSMENT INFORMATION

The purpose of this session is to provide you with the opportunity to become more aware of the factors that need to be considered and evaluated when any particular type of assessment information is used as the basis for group counseling interpretations. It is also intended to help you identify the type(s) of assessment information you would be most comfortable working with.

To begin the session please review the material on the next few pages. As you read this material try to keep these questions in mind.

1. How strong are my reactions to the advantages and limitations of each type?
2. What other advantages and limitations for each type are particularly important to me?

When you have finished reviewing the material, please complete Worksheet 2. When everyone has completed the second worksheet, there will be a small group activity. Please wait for the workshop leader to begin the small group activity.

CAREER GUIDANCE ASSESSMENT INFORMATION

The purpose of group counseling in the present context is to facilitate effective interpretations of career guidance assessment information for students. A pertinent question, then, is what types of career guidance assessment information are suitable for the group counseling interpretation approach and which are not? There are five major types of assessment information one may gather on students by using tests and/or inventories. Four of these are potentially appropriate for the group counseling approach to interpretation and one is highly inappropriate.

The five major types of career guidance assessment information one may gather on students by using tests/inventories are: (1) intelligence, (2) aptitude, (3) achievement, (4) interest, and (5) personality. Intelligence, aptitude and achievement are sometimes grouped as cognitive measures and performance skills. However, the five categories listed above are useful because they offer a basis for group member selection and focus the purpose of the group activity. For example, a group may be constituted of students who have just received the results of achievement assessments. The purpose of the group counseling activity would then be to facilitate personalized student interpretations of their (career guidance related) achievement assessment information.

It is our belief that the results of intelligence testing are much too sensitive to be discussed in a group setting. The assessment of intelligence is concerned with determining an individual's general or global level of mental ability. A person's level of intelligence is supposedly indicative of the person's abilities to reason, learn, comprehend, adapt and perform in a variety of situations which may or may not be familiar to the individual. A person's intelligence is usually assessed by having the person engage in a series of tasks, either verbal or behavioral, and then comparing that person's performance to that of some reference group. The methods and validities of intelligence assessments are a continuing source of professional debate. In addition, the results of

intelligence assessments are often highly sensitive information to the person assessed. Although such information may be extremely useful in helping students establish realistic self expectations, we strongly urge that it be given on an individual basis. Intelligence is a difficult concept to understand and the potential for misinterpretation is great.

Types of career guidance assessment data pertinent to group information

It is our belief that results from aptitude, achievement, interest and personality tests/inventories are appropriate for group interpretation if done in a facilitative manner by sensitive career guidance personnel.

There are, of course, advantages and limitations of the use of any of the four types as the basis for group counseling assessment information interpretations. Each of these types and some of their advantages and limitations are discussed in the following paragraphs.

The assessment of aptitudes is concerned with determining an individual's level of functioning in relatively specific ability areas. Some consider aptitudes to be specific parts of intelligence. A person's aptitudes are determined in ways essentially similar to those for intelligence. However, the results of aptitude assessments are theoretically only predictive of levels of functioning in the respective areas assessed. Since most people know they are better at some things than others and since there is no implication for general functioning, the results of aptitude assessments are considerably easier for persons to accept than are intelligence assessment results. They are extremely useful for helping students establish realistic self evaluations and can be successfully carried out in a group counseling setting.

The assessment of achievement is concerned with determining an individual's level of accomplishment to date in certain areas. A person's achievement is again determined in ways essentially similar to those for intelligence and aptitudes. However, whereas intelligence or aptitude assessment is primarily concerned with making predictions, achievement assessment focuses more on the evaluation of previous learning or training. Most students have some knowledge

of their levels of achievement in various academic areas as a result of other indicators such as grades or performance evaluations. Consequently, achievement assessment results often serve to confirm an individual's self evaluation and thus are usually readily accepted by the individual. Achievement assessment results are particularly useful for helping students understand and evaluate their accomplishments to date in various ability areas.

The assessment of interests is concerned with determining an individual's levels of attraction to, or liking for, a variety of human activities. Interest assessments usually involve allowing the person to indicate a degree of preference for each of a variety of activities and then comparing the person's responses to some reference group. Interest assessment is typically associated with determining vocational preferences but it also may include measurement of other types of activity preferences such as social, behavioral, or recreational. Since people usually don't attach evaluations (e.g., good/bad or right/wrong) to interest preferences, the interest assessment results are extremely helpful to students in that the results (theoretically) point out directions, and sometimes goals, that the students desire to work toward.

The assessment of personality is concerned with determining the amount or degree of various characteristics possessed by an individual. There are many, many different methods of personality assessment including such things as inventories, observation and behavioral inference. However, the amount or degree of a characteristic a person possesses is again evaluated by comparing the individual's assessment results to those of some reference group. Personality assessment results are the least readily accepted type because they are thought of both in evaluative terms and as having significant implications for a person's behaviors and general level of psychological adjustment. The results of personality assessments are sometimes useful for helping students understand what kinds of people they are so that they will have insights into their own behaviors. Personality scores can also be extremely sensitive and care must be taken when dealing with such scores in a group setting.

We urge that students be permitted to share only those personal scores and/or traits of their choosing. At no time should the group leader simply read aloud the personality traits of any student to the group. This applies to data in all four basic types of career guidance assessment information listed above.

Assessment information types and group counseling

Each of the four basic types of career guidance assessment information listed above has both advantages and limitations as a basis for group counseling interpretations. These advantages and limitations are primarily determined by peoples' reactions to the types of information, not by the nature of the information. Some of the major advantages and limitations of the use of each type are listed below. This listing is intended to be representative, not comprehensive, and should bring to mind other factors that are important to you.

I. Aptitude assessments

A. Advantages

1. Students obtain indications of their potential abilities in relatively specific areas.
2. Aptitude assessment results often substantiate student self perceptions about various abilities.
3. Students like to hear that they have the "potential" to be good at some things.

B. Limitations

1. Aptitude assessment results may be misconstrued as being indicative of either global level of functioning (i.e. intelligence) or of accomplishment to date (i.e. achievement).
2. Some students may be disappointed if the aptitude assessment results are inconsistent with their own self perceptions.

II. Achievement assessments

A. Advantages

1. Students obtain indications of their levels of accomplishment to date in relatively specific areas.

2. Students ~~like to be~~ "recognized" for their previous accomplishments.
3. Achievement assessment results very often substantiate students' self perceptions.

B. Limitations

1. Students may be reluctant to share information about their lack of success in some areas.
2. Students may interpret achievement assessment results as if they are all-encompassing and predictive of potential for accomplishment in various ability areas without concern for personal interests, values, etc.

III. Interest assessments

A. Advantages

1. Students obtain indications of things or areas they may be attracted to and/or willing to move toward.
2. Students like to share their interests with others and to hear about the interests of others.
3. Students like the "guidance" that interest assessment results potentially offer.

B. Limitations

1. Students may interpret interest assessment results as indicators of abilities in various areas.
2. Interest assessment results may be incongruent with other factors influencing the students' directions or goals.

IV. Personality assessments

A. Advantages

1. Students obtain indications of the kinds of people they are.
2. Students are usually "curious" and interested in their own personalities.
3. Students like to discuss themselves and the ways they are similar to or different from others.

B. Limitations

1. Students may be "threatened" by personality assessment results and be afraid to find something "wrong" with themselves.

2. Students may be reluctant to share insights into themselves with others.

- Career guidance assessment data not gathered by tests or inventories

There are varied student qualities and/or characteristics that may enter into one's career development that are not necessarily gathered via tests or inventories. Some of these are perceived satisfactions from a certain career choice, one's physical characteristics, and the perceived skills and interests one has for choosing a particular career.

For example, job satisfiers such as money, prestige, wanting to work alone or as a member of a team, leading or directing others, service, and close or distant supervision should enter into one's career decision-making process. Also, a student's knowing that he/she



has a skill and interest in design, memory, keeping records, etc. are factors that career guidance personnel should encourage students to use in their decision making process. These factors can be effectively discussed in a group counseling setting and can be gathered during the group process by appropriate questions from the group leader, i.e., "What would satisfy each of you most from working?" "Least?" "What skills do you have and do they match with the job you want?" Some of the major advantages and limitations of the use of these factors are listed below. This listing is intended to be representative, not comprehensive, and should bring to mind other factors that are important to you.

I. Self-assessment

A. Advantages

1. Students enjoy matching their perceived satisfiers and interest-skills to possible jobs.
2. Students enjoy clarifying their values as they relate to a future career.
3. Students like to discuss how particular jobs may personally benefit them.

B. Limitations

1. Students may be reluctant to share these areas of self with their peers and others.
2. Possible perceived satisfiers or interest-skills may be misconstrued as indicative of ability.
3. Some students may find this too abstract and be unable to assess themselves in this manner.

Now please complete Worksheet 2. \

WORKSHEET 2

Your success and effectiveness as a group counseling leader will in part be determined by your personal degree of comfort in using each of the five types of career guidance assessment information suitable for group interpretation. The outline below is intended to help you clarify your thinking in this regard. In completing this outline please feel free to use either the ideas presented in the preceding few pages or your own ideas and thoughts. Your task is to list two advantages and two limitations to or for your students and to or for yourself in using each of the five types in group counseling interpretation activities.

I. Aptitude assessment group counseling interpretation

A. Advantages to or for:

my students

1.

2.

myself

1

2.

B. Limitations to or for:

my students

1.

2.

myself

1.

2.

II. Achievement assessment group counseling interpretation

A. Advantages to or for:

my students

1.

2.

myself

1.

2.

B. Limitations to or for:

my students

1.

2.

myself

1.

2.

III. Interest assessment group counseling interpretation

A. Advantages to or for:

my students

1.

2.

myself

1.

2.

B. Limitations to or for:

my students

1.

2.

myself

1.

2.

IV. Personality assessment group counseling interpretation

A. Advantages to or for:

my students

1.

2.

myself

1.

2.

B. Limitations to or for:

my students

1.

2.

myself

1.

2.

B. Limitations to or for:

my students

1.

2.

myself

1.

2.

In preparation for the small group activity, please rank order the five types of career guidance assessment information in terms of your degree of comfort in using each type as the basis for group counseling interpretation. Give rank "1" to the type you feel most comfortable working with and rank "5" to the type you feel least comfortable working with.

<u>Type</u>	<u>Rank</u>
Self-assessment	_____
Aptitude Test Data	_____
Achievement Test Data	_____
Interest Inventory Data	_____
Personality Test/Inventory Data	_____

After you have completed your rankings, please wait for the workshop coordinator to begin the small group activity.

SMALL GROUP ACTIVITY

Please get together with 3 or 5 or your workshop colleagues to form groups of 4 or 5. Your task is to share, in turn, the ranks you assigned to each of the five types of career guidance assessment information and to offer a brief explanation of your reasons for the order of ranks you assigned. Feel free to question others about their rank orders. However, remember that there are neither "right or wrong" nor "good or bad" rank orders--it's just a matter of personal preference.

SESSION 3 – PERSONALIZING GROUP COUNSELING

The purpose of this session is to provide you with the opportunity to become more aware of the verbal group counseling leader behaviors that facilitate personalization of career guidance assessment information. It is also intended to provide you with practice in the identification and use of basic group counseling leader responses.

To begin the activity, please review the material on the next few pages. As you read this material, try to keep these questions in mind:

1. What other helping roles do I have?
2. How often do I use each of the seven responses given?
3. In what other situations could I apply the three most facilitative responses?

When you have finished reviewing the material, please wait for the workshop coordinator to begin the large group discussion.

SESSION 3 — PERSONALIZING GROUP COUSELING

The basic aim of the group counseling approach to career guidance assessment information interpretation is personalization of relevant information for each student in the group. As stated previously, personalization means that students will have understanding and acceptance and will find the meaningfulness of their assessment results. To achieve this goal each student must be actively involved in the group counseling process. This means that each student should feel free to explore and to share personal thoughts, insights, and reactions with others in the group. Moreover, each student should give and receive feedback with others in the group. Student involvement of this nature is known to be achieved when the group counseling leader effectively uses behaviors intended to bring about such interactions.

The group counseling leader's role

The effectiveness of a group counseling experience, collectively and for individual group members, is to a great extent dependent on the group leader's behaviors. The group leader sets the pace, guides the discussion, models appropriate behaviors, and in general controls the group counseling process. Thus the group leader should keep in mind the objectives and functions appropriate to such a role.

The primary objective for the group counseling leader is to make it easy for the members of the group to share pertinent portions of themselves with the rest of the group. This means that the group counseling leader creates an atmosphere and establishes a mood where each student in the group feels free to self-disclose personally relevant information.

A second objective of the group counseling leader is to keep the group "on task." When students feel free to self-disclose, they often tend to digress to other areas of their lives that are important to them. While it is appropriate for group counseling leaders to acknowledge the importance of these digressions to the student(s),

it is also necessary for the group counseling leader to ensure that the primary objective(s) of the group is accomplished before digressions are discussed at greater length.

The third objective for the group counseling leader is to maintain group movement toward desired goals. It is common for students to focus on the concerns of one or two group members to the point of disallowing important interactions for the other group members. The group counseling leader should ensure that each student gains a meaningful experience from the group activity.



A final objective for the group counseling leader is to ensure that each student in the group obtains a realistic interpretation of relevant assessment information. A realistic interpretation is neither punitive nor excessively flattering. Rather, it is an interpretation that has feasible and obvious implications for the student's behaviors. It should be remembered, however, that "realistic" must be determined from the student's perspective, not from those of the group counseling leader or the other group members.

TURN THE PAGE AND READ AND RESPOND TO THE CASE OF PRISCILLA.

THE CASE OF PRISCILLA

Now, before proceeding, assume you are leading a group of students who are discussing their vocational interests and Priscilla says: "I'm really interested in going to design school, but there are none close by and I don't want to go away from home to go to college." What would be your response to Priscilla? Assume you want to be as helpful to her as possible and rank order the responses below from most helpful, in your opinion, to least helpful. Place a #1 beside the most helpful response, a #2 beside the next most helpful response, on down to a #7 in the blank space next to the least helpful response we've listed.

- _____ a. You shouldn't be afraid to go away from home to school. It would be good for you.
- _____ b. Why don't you want to leave home?
- _____ c. You're concerned about being away from your family.
- _____ d. Going away would be fun. You'd enjoy it.
- _____ e. What is it about leaving home that concerns you most?
- _____ f. Right now you don't want to leave your family and go away to college.
- _____ g. You don't want to leave home because you've never been away from your family before.

O.K., TURN THE PAGE AND COMPARE YOUR RANKING TO OURS.

OUR ANSWERS TO THE CASE OF PRISCILLA °

We ranked the responses as follows:

- 7 a. (advising and evaluating)
- 5 b. (closed question)
- 1 c. (reflecting of feeling)
- 4 d. (supporting and reassuring)
- 3 e. (open-ended question)
- 2 f. (clarifying content)
- 6 g. (analyzing)

Did your answers coincide with ours? You'll get another opportunity at the end of Activity #3. Please read on.

The facilitative responses

It seems obvious, and there is plenty of research to show, that different types of group counseling leader verbal behaviors have differing degrees of effectiveness in facilitating group interaction. In reviewing the next few pages it should be remembered that any group counseling leader verbal behavior may facilitate group interaction and student self disclosure and involvement. However, some have been shown to be more effective in this regard than others. The goal is to increase the frequency of the use of the more facilitative responses and to decrease the frequency of the less facilitative responses--to selectively respond.

The seven major group counseling leader responses (verbal behaviors) are presented here in order from least facilitative to most facilitative.

Advising or evaluating

This type of response attempts to communicate what a student might or ought to do. Since career guidance personnel are typically figures of authority for students, such statements often have powerful and significant impacts on students. When advice is relevant,

logical, practical, and timely, it may be very helpful to students.

One problem of giving advice or evaluating is that it may be threatening to the student or interpreted as criticism and bring about defensiveness. This type of response frequently produces hesitation, resistance, reflection and inaction by the student and



generally tends to disrupt the flow of communication. Advising and evaluating also often imply expectations which the student may or may not feel are appropriate.

As a general guideline group counseling leaders should attempt to minimize the number of advising or evaluating statements made in the group because such statements tend to inhibit student self-disclosure and therefore group interaction.

As you read the following examples of advising or evaluating statements made by a leader, try to imagine the student's reactions to the statement.

Example A

Student: Gee (smiling), I got the 90th percentile in the math aptitude section.

Leader: That's a good score -- you'd make a good engineer.

Example B

Student: I really thought my English achievement score would be much higher.

Leader: What you need to do is study harder and that score will come up next time.

Analyzing

This type of response attempts to explain a student's situation or behavior to tell them why they behaved in a certain manner. Often this type of response is made in the hope that it will help students gain insights into themselves by linking them with "analogous" situations. Sometimes, though not often, this type of response is helpful to students because it gives them an additional perspective. However, this only occurs when the analysis is sensitive and accurate and the student is ready to accept an interpretation. In other words, the effective group leader will have developed a helping relationship with the student before making an analyzing statement.

Unfortunately, analysis responses most often represent projections of the responder's attitudes, values, and feelings onto the student. Such responses are often interpreted by students as an attempt to have them comply with the responder's thinking. Thus, they cause reactions similar to those for advising and evaluating and generally inhibit the group interaction process.

Again, try to put yourself in the place of the student in the following examples of leader analyzing responses.

Example A

Student: I seem to have very high interest in the medical science areas.

Leader: That's because your father's a doctor and you take after him.

Example B

Student: I sure did poorly on the science test.

Leader: That's because you never have liked science.

Closed-questioning

There is no doubt that questioning can be a valuable tool in group counseling. However, a closed question, in its extreme form, permits only a yes or no response and is usually phrased in such a manner that answers are limited to a few words or perhaps a choice among several responses. The "why" question is a closed question because it lacks sensitivity and causes the person to come up with a reason for his/her behavior--it can cause defensiveness. Most people don't know why they do the things they do and asking them "why" often results in a shrug of the shoulders. A "why" question tends to connote evaluation.

Place yourself in the place of the student in the following examples:

Example A

Student: I only want to work for one reason and that's for money.

Leader: You're not interested in other type satisfiers, are you?

Example B

Student: These tests are for the birds.

Leader: You don't like to take tests, do you?

Reassuring and supporting

This type of response attempts to instill confidence in the student. Again, since career guidance personnel are often authority figures for students, such a response may be consoling to the student and supporting if they feel that someone believes in them. This type

of response is very commonly used because it is believed by many that this is the best form of encouragement.

The problem with the reassuring or supporting response is that it often implies that students should not feel as they do. It denies or shuts off and doesn't communicate acceptance, respect or understanding. Often these responses are interpreted as someone acting "superior" to the student and thus the student withdraws from the person. Many times such a response says to the student that we think everything is fine with him/her, when, in actuality, it is not. These responses relay to the student that we would really rather not hear more about his/her feelings right now--"things will be OK on Monday."

Consider the following examples from the student's perspective. How would you feel?

Example A

Student: I thought my interest score in the area of teaching would be higher.

Leader: Don't worry about it--it's about the same as mine and I did okay.

Example B

Student: My scores aren't high enough for me to get into the school I wanted.

Leader: That's O.K. You can always go to the local community college.

Open-ended questioning

This response attempts to gain additional information from the student. A good open-ended question implies that the student might profit from further discussion of a point. A good question also serves as a guide to the nature of the information desired by the questioner. The most facilitative questions are those that are person-centered, open-ended, and non-threatening. The open question encourages the respondent to develop his/her answers in whatever length and whatever detail he/she wishes. In other words, open-ended questions give the student room to disclose innermost feelings

and thoughts about the matter. Open-ended questions enable you to follow the student's thinking rather than have the student follow yours. Questions that begin with what, how, when, or where are usually open-ended, sensitive, and non-threatening.

In the following two examples, different counselor open-ended question responses are made to the same student statement. How would you react to each response if you were the student?

Example A

Student: I really don't like school and probably won't go on to college.

Leader: What do you dislike most about school?

Example B

Student: I really don't like school and probably won't go on to college.

Leader: What could you have done to better prepare yourself for the History section?

Clarifying and summarizing of content

This type of response attempts to communicate accurate understanding of the content of what the student has said. Such a response assures students that they are listened to and being heard correctly and that the group counseling leader is following their lines of reasoning or thinking. Clarifying and summarizing responses usually involve "fresh words" and are a simplification of what the student has said by a repeat or restatement of the content of the statement. A good clarification or summarizing response also allows the student the flexibility to correct the response if it is inaccurate without feeling defensive. This type of response enhances interaction because it communicates that the group counseling leader is really listening to what the student is saying.

One limitation of the clarifying and summarizing response is that, if used too frequently, it leads to "one-sided" conversations. However, such a development is rare. A second limitation is that it is often difficult to teach or guide other group members to use such responses because they are not used to making them. However, practice and repeated exposure will usually enable group members to

begin to use this type of response effectively.

The following examples show counselor clarifying and summarizing of content responses. If you were the student, what would you be likely to say next?

Example A

Student: I didn't know we weren't supposed to guess at the answers. I tried to answer every one.

Leader: You didn't understand the test instructions.

Example B

Student: I don't want to even look at my achievement test scores; the results are always the same--terrible.

Leader: You're convinced they are bad.

Reflecting and understanding of feeling

This type of response attempts to communicate understanding of the emotion or feeling behind a statement. It is the most facilitative type of response because it communicates the deepest form of understanding of the student. It is also the most sensitive and most readily accepted response by students. The use of even just a few reflecting and understanding of feeling responses in group counseling greatly enhances the interaction and therefore improves the effectiveness of the group. These statements on the part of the group leader encourage exploration on the part of the students.

The primary limitation of reflecting and understanding of feeling responses is that they are the most difficult responses to model for other group members. Often the response is so short that some students may miss the true impact of the statement. However, again this is not a serious limitation since repeated exposure to such responses will eventually have a positive impact on everyone in the group.

The following are examples of counselor reflection and understanding of feeling responses. Do you feel what the student is feeling?

Example A

Student: I can't take these scores home--my father will hit the roof! He expects a lot better from me.

Leader: You're afraid of how your father is going to react.

Example B

Student: Wow! Look at these scores! I can go to any college I want to now.

Leader: You're happy to be free to choose.

Using the most facilitative responses

The seven group leader responses described above may constitute only a few of the responses available to the group leader doing career guidance assessment information interpretation. However, we feel that the effective leader will use open-ended questions (what, how, when, where), clarifying and summarizing of content, and reflection of feeling more often than he/she would use the other responses given here. The choice of which type of response to make is, of course, up to the group leader. Consider the following example of a student statement:

Student: At first I didn't want to believe what this inventory told me about my personality--but after thinking about it I can see that it's pretty accurate. I guess I've got some things to work on. . .

A group counseling leader could make any of the seven types of facilitative responses to this lead. Consider these possible counselor responses. They are given in descending order from least to most facilitative:

7. Advising/evaluating: If you'd change your ways you'd be happier with yourself.
6. Analyzing/interpreting: You're like that because of the people you hang around with.
5. Closed questioning: Why do you say that?
4. Reassuring/supporting: You're okay, that test just shows how individual you are.
3. Open-ended questioning: What is it about yourself that you'd like to change?
2. Clarifying/summarizing: You didn't like the results at first but now they seem more appropriate.

1. Reflecting/understanding: You're unhappy about some of the things the test showed you about yourself.

Which response do you like best? Many group counseling leaders would choose from among the first four types of responses in attempting to be helpful. That is not necessarily bad as long as it is understood that those types are generally less conducive to effective group interaction than are the latter three types.

Two points alluded to earlier are significant and worth repeating. First, the group counseling leader controls the group counseling process. This is accomplished primarily through modeling. If the group counseling leader uses high facilitative responses, the students will tend to use high facilitative responses, and so on. The



second point is that it is both impractical and inefficient to attempt to use high facilitative responses all the time. Rather, the intent is to find a comfortable, effective balance. For most group leaders this means decreasing the frequency of low facilitative responses and increasing the frequency of high facilitative responses.

Please wait for the workshop coordinator to begin the large group discussion.

CHECKING YOURSELF AGAIN ON FACILITATIVE RESPONDING

Situation #1.

Assume that you are leading a group of high school seniors who are dealing with their respective scores received from an Interest Inventory. John states: "I'm not really interested in anything right now. I don't know, maybe I'll just get on a motorcycle and take off and not worry about work ever."

Now, your task is to rank order the following statements as you might make them to John. In other words, place a #1 in the blank next to the statement you would select as the most helpful and/or the most facilitative, and a #2 next to the second best, etc., until you've ranked each of the seven responses in descending order:

- _____ (a) What is it about taking off that bothers you the most?
- _____ (b) Right now you would just like to take off and forget all about the world of work.
- _____ (c) Why would you want to do that, John?
- _____ (d) That would not be a very constructive step to take right now. You should be concerned about the future.
- _____ (e) You'll feel more positive about working once you graduate.
- _____ (f) Right now you're doubting the future and what a job could do for you.

When you finish, proceed similarly with the next example.

Situation #2

Jane says: "My high scores on outdoor activities make me feel good. I've always wanted to work in the forestry like my father does."

- _____ (a) You're pleased with them.
- _____ (b) Do you like forestry?
- _____ (c) You should feel good about these scores. That's great!
- _____ (d) What is it about forestry that excites you the most?
- _____ (e) It's possible you want to go into forestry only because your father is a forester.
- _____ (f) You've always wanted to be in forestry and these scores sort of verify the choice for you.
- _____ (g) You need to take another test. Forestry may not be best for you.

Could you recognize the least and most facilitative kinds of responses as previously discussed? Turn to the next page and check your rankings with ours. Your coordinator will now lead a discussion concerning your rankings.

THE CASES OF JOHN AND JANE

	Reflecting or under- standing of feeling	Clarifying or summar- izing of content	Open-ended questioning	Reassuring or supporting	Closed questioning	Analyzing	Advising or evaluating
Situation	(1)	(2)	(3)	(4)	(5)	(6)	(7)
1	g	b	a	e	c	f	d
2	a	f	d	c	b	e	g

TRIAD ACTIVITY

When the workshop coordinator tells you to begin, please get together with two of your colleagues in this workshop. Your task is to practice using three facilitative responses--open-ended questions, clarification of content and reflection of feelings. Your triad should number off to three with number one (1) being the talker, number two (2) the counselor, and three (3) the observer.

Each of you should assume one of the following three roles:

- A. Talker -- You are to talk to the counselor about the most satisfying and least satisfying aspects of your current job. Also, talk about those characteristics you possess which some days make you very effective in your work and those characteristics that sometimes make you ineffective.
- DO NOT ROLE PLAY
- B. Helper -- Assume that your colleague in this workshop (the talker) has come to you to seek help in a better understanding of him/her self in relation to his/her work setting to personalize this data through the use of three facilitative responses--open-ended questions (what, how, when, or where), clarification of content (rephrase using fresh words or ideas), and/or reflection of feelings.
- C. Observer -- Your function is to observe the talker-helper interaction, and particularly the helper's verbal behaviors. You will provide feedback to the helper at the conclusion of this first go-around via the use of the "Counselor Report Card" found on the following pages. Please use the report card while your colleagues are interacting and mark accordingly.

You will have about five minutes in this first go-around (the workshop coordinator will keep time). At the end of five minutes, the observer should use the report card and give two minutes of feedback to the helper. Then, each person in the triad should assume a new role and the activity is repeated. This process is then repeated one more time so that each person in the triad will have

had the opportunity to play each role (observer, talker, helper). The workshop coordinator will tell you when to switch roles.

When it is your turn to give feedback to the helper you observed, try to provide positive information from the report card before proceeding to any negative observations. Be constructive with your feedback to the helper.

When all three in the triad have assumed each role, hold a ten minute discussion. Discuss things such as:

1. what you felt your "helper" did most effectively,
2. what you felt the helper did least effectively when talking with you,
3. what you might have done differently,
4. and how you felt during the "counseling."

When you have completed this feedback session, please wait for the workshop coordinator to tell you when to complete Worksheet 3.

THE HELPER'S REPORT CARD

The Helper:	SA	A	U	D	SD
1. Interpreted or analyzed	_____	_____	_____	_____	_____
2. Evaluated and/or gave advice	_____	_____	_____	_____	_____
3. Used open-ended questions	_____	_____	_____	_____	_____
4. Listened well	_____	_____	_____	_____	_____
5. Supported and reassured	_____	_____	_____	_____	_____
6. Interrupted unnecessarily	_____	_____	_____	_____	_____
7. Clarified ideas and content using fresh words	_____	_____	_____	_____	_____
8. Seemed sensitive to what the talker was saying	_____	_____	_____	_____	_____
9. Facilitated the talker to continue talking	_____	_____	_____	_____	_____

SA - Strongly Agree

A - Agree

U - Undecided

D - Disagree

SD - Strongly Disagree

WORKSHEET 3

Listed below are six sample student-leader interactions. You have two tasks for each sample situation provided. First, identify the type of facilitative response made by the leader in each situation. Second, write out the alternative type of facilitative response called for.

1. Student: I never realized I learned so much in school. These achievement scores are better than I expected.

Leader: You're surprised you did so well.

Type of response _____

My open-ended questioning facilitative response would be (begin your question with how, when, where, or what):

2. Student: These interest assessment results say that I should be an accountant. That's what I want to be. Does that mean I'll be good at it?

Leader: (smiling) Anyone can be good at anything if they try hard enough.

Type of response _____

My clarifying and summarizing facilitative response would be (simply restate the content in fresh words):

3. Student: I don't like this kind of test. It asks questions I'm ashamed to answer.

Leader: There were some questions on the test you thought were too personal.

Type of response _____

My open-ended question facilitative response would be (begin your question with what, how, when, or where):

4. Student: (to another student) Mind your own business! You don't know what kind of person I am.

Leader: You're angry because you didn't want to hear the truth.

Type of response _____

My reflecting and understanding of feeling facilitative response would be (think about how the student must be feeling and reflect it back without a "because"):

5. Student: What's an I.Q.," anyway? Does it tell what I can do and what I can't do?

Leader: Why didn't you read the interpretation?

Type of response _____

My clarifying and summarizing facilitative response would be (repeat or rephrase the content in fresh or new words. Don't be a parrot):

6. Student: I can't figure out the difference between interest and aptitude.

Leader: What is it that has you confused about the two?

Type of response _____

My reflecting and understanding of feeling facilitative response would be (What is the student feeling? Guess and reflect it without evaluation):

SESSION 4 – REGULATING GROUP INTERACTION

The purpose of this session is to provide you with the opportunity to become more aware of the types of group counseling leader verbal behaviors that facilitate intragroup interaction and movement. It is also intended to provide you with practice in the use of three additional basic group counseling leader responses.

To begin the activity, please review the material on the next few pages. As you review this material, try to keep these questions in mind:

1. What have I done to try to help students interact more effectively with one another?
2. How often do I use each of the three basic regulating responses?
3. In what other situations could I use these regulating responses?

When you have finished reviewing the material, please wait for the workshop coordinator to begin the small group activity.

SESSION 4 – REGULATING GROUP INTERACTION

The seven responses covered in the preceding section are all used from time to time in an attempt to improve student personalization of career guidance assessment information by enhancing student-counselor interaction. However, open-ended questions, clarifying and reflection (in our opinion) are the most helpful. Of course student-counselor interaction is an important dynamic in the group counseling process and its success is essential to the overall effectiveness of the group counseling experience. However, there are other important group dynamics which also must be successfully attended to if group counseling is to be effective. Again, it is the group counseling leader who is charged with the responsibility for ensuring proper attention to these dynamics.

The group counseling leader's role revisited

In the preceding section we identified four major objectives for the group counseling leader. These included making it easy for students to participate, keeping the group on task, maintaining group movement, and ensuring the meaningfulness of the group counseling experience for each participating student. In order to fully achieve these objectives the group leader must be concerned not only with student-counselor interactions but also with student-student interactions. There are three major factors to be considered in this latter regard.

The first factor is similarities and differences among group members. The group counseling leader must be able to help students understand how they are alike and how they are different. This adds greatly to the group's cohesiveness. However, it is also essential that these differences and similarities be identified in a positive facilitative way so that no student is antagonized by the group interaction. Fortunately, there are appropriate group leader behaviors available that can effectively point out similarities and differences and do so while maintaining a positive atmosphere in the group.

The next factor is feedback. Students like and desire to gain

feedback about themselves, their characteristics and abilities, and their behaviors. But, like most of us, they dislike criticism. Thus again the group counseling leader must be able to demonstrate and teach effective methods of giving feedback while at the same time maintaining positive relationships among the group members. Fortunately, there are also behaviors that have been identified as effective for giving feedback in a positive way.

The last factor is pace. If a group moves too slowly, some students may become bored. On the other hand, if it moves too rapidly, some students may become "lost" or feel slighted. Thus the group counseling leader must be able to control the pace of the group counseling experience so that it will be acceptable to all group members. While in many respects the pace of a group is contingent upon the natures of the students in the group, there are some ways that the group leader can effectively control the pace of the group movement.

More leader responses

A good way to bring about student-student interactions is to identify similarities and differences among group members. The group counseling leader behavior that most effectively brings out similarities and differences yet at the same time maintains a positive atmosphere is called "linking" (or "pairing"). Linking responses are statements that accentuate the relationship between information about one student and information about another student. Information in this context is broadly defined and includes both cognitive and affective characteristics. It is important to note that "linking" may be on the basis of either similarity or difference among students. Moreover, it is sometimes possible to "link" more than just two students.

In using linking responses remember that they are nonevaluative. That is, the "link" between information from students is neither right or wrong nor good or bad. The link is merely a statement of the existence of commonality, or lack of it, among students.

The following sample situations provide examples of linking. As you read the examples ask yourself whether the link was cognitive

or affective.

Example a

Student 1: My highest score on this interest inventory was for the occupation nursing.

Student 2: My highest score was for medical laboratory technician.

Leader: You both seem to have some interest in the medical sciences.

Example b

Student 1: I hate math and my scores show it.

Student 2: I don't much care about math but I got pretty good scores in it.

Leader: Neither of you seems to like math very much.

Example c

Student 1: Mom will be happy about my English score. That's what she majored in in college.

Student 2: My brother's going to be mad. He's been helping me with my studies but I didn't do very well on these tests.

Leader: Both of you have relatives who are interested in your test scores.

Example d

Student 1: I wish these aptitude scores were higher. I hope I can get the job I want.

Student 2: I think mine are okay but I wonder what dad's going to say?

Student 3: I hope mine are high enough so they don't put me in a remedial class.

Leader: You three are all concerned with how others will evaluate your results.

Another way to foster positive interactions is to provide good feedback. But what is "good" feedback? Basically, it's information

that one person gives to another that has a readily identifiable meaningfulness for the second person. Another way to define good feedback is to say that it is specific, both in terms of the information it relates to and in terms of the information provided. In addition, good feedback is personal.

To get some perspective on "good" feedback, let's consider the characteristics of "bad" or "poor" feedback. For example, poor feedback is vague, such as in saying, "your aptitude assessment score is high." What does that really mean? Good feedback focuses specifically on the behavior being dealt with, i.e. finger-hand dexterity. Poor feedback also includes gross generalizations, such as "people who score high in math achievement make good engineers." There's much more to engineering than just math. And finally, poor feedback is often stated negatively as in, "you won't make it in college because your reading rate is too slow." What about motivational and other pertinent factors?

The following sample situations demonstrate good feedback. Note that they are specific both in terms of information addressed and information presented.

Example a

Student: How good is this achievement test score?

Leader: You scored at the ninetieth percentile which means that you scored better than 90% of similar students who took the same test. For most, but not all, purposes, that's a very good score.

Example b

Student: These tests are silly. I think they are a waste of time.

Leader: When you say that you don't like the tests it makes me not want to help you understand the results.

Example c

Student: Look! All my (aptitude assessment) scores are in the top stanines.

Leader: You scored in the highest category for each test

subsection and that means you can expect to do well in each of the areas if you work at it.

A final leader behavior which regulates group interaction is the "pacing" statement. Pacing statements are primarily intended to control the amount of conversation about a particular topic. For example, the higher or more facilitative responses encourage communication and thus tend to draw out the amount of conversation. Most of the time this is desirable since it tends to result in greater personalization for students. However, there are occasions when it is desirable to limit or terminate the conversation. Typically, this occurs when one or two students are monopolizing the group interaction and the other students are getting bored.

There are two primary ways to limit or terminate conversation in the group context. One is to use the least facilitative responses since they tend to inhibit student communication. This tactic is not recommended, however, since it is both a "negative" approach and also one that other students in the group may resent. A more effective approach is to "place a period." Placing a period means making a statement that is intended to terminate conversation yet acknowledge what the person is saying. For example, if a student is taking up too much of the group's time, the counselor might (tactfully) say, "Thank you for sharing that with us," and move on to another student.

The "placing a period" type of response can also be used to guide the direction of the group by keeping the students on task. For example, suppose a student has digressed to a topic which is not pertinent to the purposes of a group counseling experience. The counselor might (tactfully) say something like, "That sounds like it's really important to you. I hope you would feel free to come in and talk to me about it when it's convenient. Right now we have to move on to . . ."

In using the "placing a period" response, as in the higher or more facilitative responses, it is important to acknowledge what the person is saying at the time the response is made. This is the aspect of this type of terminating response that both differentiates

it from the lower or less facilitative responses and maintains the positive atmosphere in the group. However, as for other group counseling leader responses, caution should be exercised to avoid over-using the placing a period response. Overuse will stifle group interaction and involvement if students begin to anticipate that their verbalizations will be quickly terminated.

Please wait for the workshop coordinator to begin the small group activity.

SMALL GROUP ACTIVITY

Please get together with 3 or 4 of your workshop colleagues to form a small group of 4 or 5. Your task is to practice the use of linking, feedback and pacing responses. To accomplish this we will use a role-playing activity. First, one person in the group should be selected as the group leader. The others are then "students." The "students" should assume that they have just received the results of some vocational interest assessment. The "leader's" task is then to personalize the assessment information through group counseling. The "leader" should attempt to use as many linking, feedback, and pacing responses as possible in this activity.

The first "leader" will have approximately five minutes to practice linking, feedback, and pacing responses. After that another person will become the "leader" and the first "leader" will become a "student." This change will occur each five minutes until each member of the group has had the opportunity to play the role of the counselor. The workshop coordinator will tell you when to change roles.

When your group completes this activity, please wait for the workshop coordinator to begin the large group discussion.

WORKSHEET 4

For each of the examples below please write out what your response as a leader in the situation would be:

Example a

Student 1: That test was fun. I liked the part where I had to put the blocks together to make the pattern.

Student 2: I didn't like that part but I enjoyed answering the questions about what I would do in different situations.

My linking response in this situation would be:

Example b

Student 1: I don't like it when people tell me what to do and now I've got a test telling me what to do!

Student 2: Me, too! My mother is forever telling me how to behave.

My linking response in this situation would be:

Example c

Student 1: What's a "norm group?"

Student 2: Yeah, how do we know those kids are like us?

My linking response in this situation would be:

Example d

Student 1: (to the leader) You've been a lot of help but I still don't exactly understand what these scores mean. I must be dumb or something.

My feedback response in this situation would be:

Example e

Two students are talking to each other while you're listening to another student. They are laughing, giggling, and generally being disruptive.

My feedback (to the two students) in this situation would be:

Example f

Student: Speaking of aptitude test scores, my brother took this before he went to college. Now he's majoring in education. So is his girlfriend. They . . .

My pacing response in this situation would be:

When you have finished this worksheet, please wait for the workshop coordinator to begin the next activity.

SESSION 5 – PERFORMANCE EVALUATION

The purpose of this session is to provide you with the opportunity to become more aware of the need for self-evaluation of performance as a group counseling leader. It is also intended to provide you with practice in the use of one approach to self-evaluation.

To begin the activity, please review the material on the next few pages. As you review this material, try to keep these questions in mind:

1. What other needs for self-evaluation could I identify?
2. How often do I engage in self-evaluation?
3. What other methods of self-evaluation am I aware of?

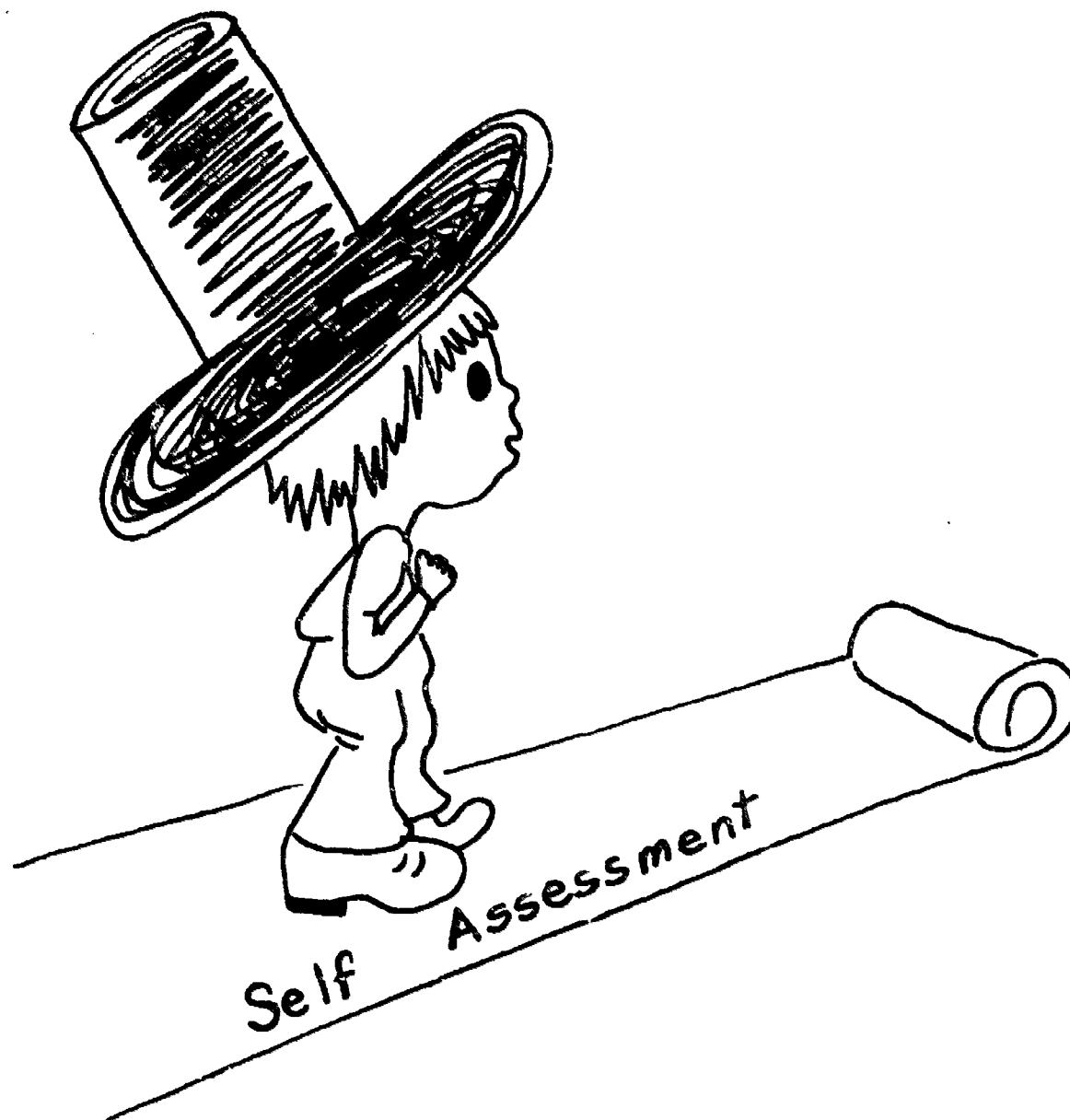
When you have finished the material, please wait for the workshop coordinator to begin the large group discussion.

SESSION 5 – PERFORMANCE EVALUATION

If you are like most people, you act in ways that you think are appropriate until you have good reason to change your behaviors. The "good reasons" that change our behaviors are usually evaluations made of our performance. While we are all subjected to many types of both formal and informal evaluations, the ones that perhaps mean the most are those we make of ourselves.

The need for self-evaluation

The primary goal of self-evaluation here is to maximize the effectiveness of our behaviors as helpers. Accordingly, we need to be continually checking on how well we perform our jobs. Such



evaluation information increases the likelihood that we will continue to get better and better as helpers. Moreover, such evaluation information is reinforcing for behaviors that we are already performing effectively. Thus self-evaluation is necessary both to sustain and improve our professional competence.

Self-evaluation is also necessary for accountability purposes. We need to be able to demonstrate that we are professionally effective to many audiences. Moreover, self-evaluations allow us to demonstrate that the activities we are engaging in are important and need to be done.

Finally, self-evaluations are preferable to externally imposed and perhaps inappropriate evaluations. Aside from the recipients of our service, who should be better qualified to evaluate our performance than we are? If we engage in self-evaluations we establish a precedent for the types of evaluations that are most pertinent to our own performance. Moreover, it suggests that we are not afraid of evaluation and that in fact we welcome the opportunity to demonstrate our professional effectiveness.

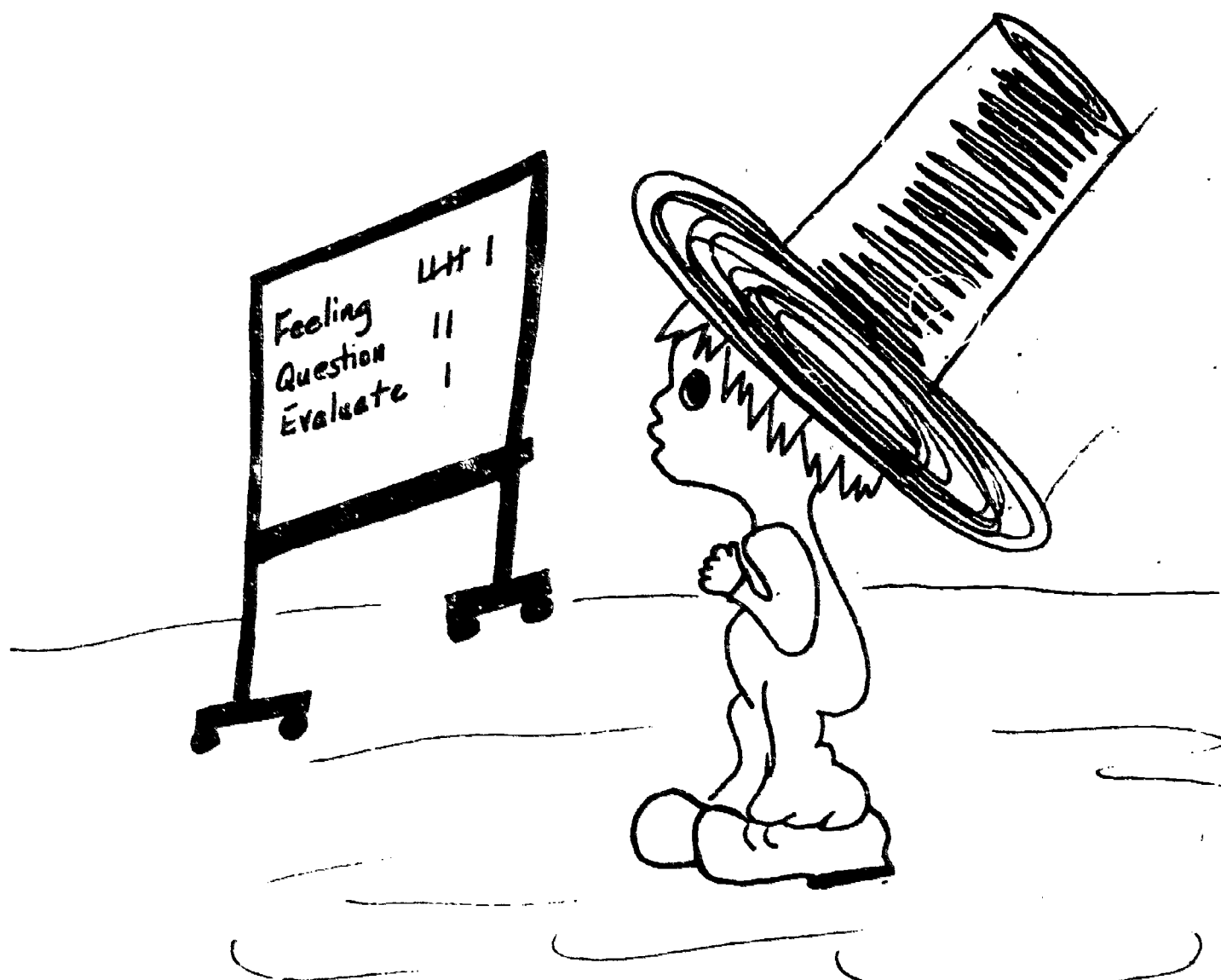
The group leader's scorecard

The group counseling approach to career guidance assessment information interpretation is only one of many professional activities that career guidance personnel engage in. Relatedly, the self-evaluation of group counseling skills is only one of many self-evaluations group leaders must make. To go even further, there are many types of self-evaluations that group leaders must use to assess their group counseling skills. However, among the simplest of self-evaluations are those that amount to counting behaviors. This is the method of choice here.

There is evidence in the professional counseling literature to prove that group counseling leaders who use the high or most facilitative responses (open-ended questions, clarification of content, reflection of feeling) and who effectively use linking, feedback, and pacing responses may be more effective than those who don't. What needs to be shown, then, is that these types of

responses are in fact being used. This can be effectively demonstrated by simply counting the number of times each type of response is made in an exemplary group counseling session.

The group leader's scorecard is a form that helps with this counting function. It may be used either for self-evaluation or for the evaluations of others. The use of the group leader's scorecard for the self-evaluation necessitates that a tape of a group counseling session be made. The group leader's scorecard is then completed by playing back the tape and counting how many times each type of response occurs. If the group leader's scorecard is used for evaluation of someone else, it may be completed by observing a group counseling session or by using a type similar to the way it is used in self-evaluation.



A sample group leader's scorecard is provided on the next page. Note that the various types of group leader responses are listed down the left-hand side. Across the top are Roman numerals indicating 10 minute intervals. These intervals are provided in order to determine if there are changes in the relative frequencies of occurrence of each type of response during the different time periods.

Take some time to look over the group leader's scorecard (Worksheet 5). When you have finished reviewing it, please wait for the workshop coordinator to begin the group activity.

WORKSHEET 5

TEH GROUP LEADER'S SCORECARD

	I*	II	III	IV	V	VI	VII	VIII	TOTALS
Questioning (open-ended)									
Clarifying - summarizing content									
Reflecting feeling									
Linking									
Feedback									
Pacing									
Other									
TOTALS									
GRAND TOTAL									

*10 minute intervals

GROUP ACTIVITY

Your primary task will be to use the group leader's scorecard (Worksheet 5) to record the frequencies of each type of response you observe.

The workshop participants will be divided into groups of 5. One member of each group will be designated the "counselor" and the rest will be designated as "students." The "counselor's" task will be to be as effective as possible in using group counseling techniques to bring about personalization of career guidance assessment information. The "students" should assume that they have received the actual results of an aptitude test battery that measures the following aptitudes:

1. Numeric ability
2. Verbal ability
3. Abstract reasoning
4. Mechanical reasoning
5. Manual dexterity.

Of course, you most likely will not have recently taken an aptitude test. However, all "students" should attempt to realistically evaluate themselves on these five aptitudes. Try not to role play. In other words, each "student" should make up a set of five scores for each aptitude subsection. (Use a continuum of 1-10 with 10 being high.) Remember, be as realistic as possible when writing down your scores as you perceive them to be!

Each group of five will continue for approximately 7-10 minutes. While the small group is in progress, the other workshop participants will form a larger circle around the group and use the group leader's scorecard to evaluate the group leader's performance. When the first group has completed its task, another group will replace it and the evaluation process will be repeated. These procedures will be continued until each group has had a chance to appear within the larger circle. The workshop coordinator will tell you when the groups are to change.

When this activity is completed, there will be a large group discussion led by the workshop coordinator.

REFERENCES

The following resources are presented as sources of additional information pertinent to the topics of this module. The list is by no means comprehensive but the entries are among the most pertinent sources for the respective topics.

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COORDINATOR'S GUIDE

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Coordinator's Role

The success and effectiveness of this workshop are to a large extent dependent on your effectiveness as a workshop coordinator. Your role here is crucial since the participants depend on you for a worthwhile experience. There are four major tasks you must attend to besides your regular workshop duties:

Set the tone

Create a positive atmosphere for the workshop. Have fun and be enthusiastic about what you're all doing. People in the workshop should be relaxed but also alert, interested, and motivated. Inject humor whenever appropriate and let the participants enjoy themselves.

Set the pace

Maintain a proper pace. Try to sense, or even ask, if the workshop is moving appropriately for the participants. If things bog down, ask some leading, open-ended questions. Some sections can be summarized orally to speed things, and this can be planned ahead. If things are going too fast and participants are getting lost, slow things down and have the group help everyone catch up. Keep the flow smooth at transition points in the module. Take breaks as you feel they are necessary. Be flexible in structuring activities, adapting to individuals and situations as needed. Regard times listed in the outline as flexible to some extent.

Facilitate

Encourage discussion and interaction from participants. Bring out shy people. Don't let aggressive people dominate. Let the group help you. Seek out questions and uneasiness, get them into the open and talk them over. This is especially true for the beginning. Be a trouble shooter. Watch facial expressions and body language. In sum, be attentive and responsive. Act as a guide in the module but be careful not to get in the way.

Evaluate

Make sure participants are headed in the right direction. Keep the group on task. Nudge them when they're not. Judge how well the participants are performing each activity. Encourage and direct them to complete activities appropriately. In general, maintain a high quality level in the workshop.

Specific Coordinator Functions

Prior to the workshop

1. Read and study the module thoroughly prior to the workshop. Be thoroughly familiar with the participant materials and the Coordinator's Guide. It is recommended that you go through this module as a participant before you lead a workshop.
2. Make sure all needed materials are present for the workshop. Check on the availability of such things as name tags, extra paper, chalkboards, and the worksheets used in the activities. Have a watch or clock available. Make sure the room has chairs and tables appropriate to module activities. Pull out all consumable pages of the module and duplicate enough so that each workshop participant has one. Not writing in the module is suggested so that it may be used again and again.
3. Make sure the room arrangements are appropriate. Since some of the activities are done in small groups, the room should be large enough to accommodate such seating arrangements. Make sure the room is free from unnecessary distractions.

At the workshop

1. Have the necessary materials (name tags, modules, worksheets, etc.) available for the participants as they arrive.
2. Introduce yourself to the participants and them to each other. Briefly describe your background and the role you will play in the workshop.
3. Establish time limits and guidelines for the schedule for the day. Do your best to stick to them.

4. Follow the instructions in this Coordinator's Guide closely. Make notes wherever appropriate. Don't be too rigid but ensure that the module is conducted basically as proposed. Paraphrase, don't read, instructions as much as possible -- but be sure to include all the pertinent points in the instructions.
5. Enjoy the workshop, the participants, and yourself.

Introduction

(1/4 hour)

Orientation and Module Goal and Objectives

1. Have the participants read the sections entitled Module Orientation and Module Goal and Objectives.
2. Explain that this module is designed to help them improve their skills and relate these skills to their career guidance program and their professional functioning.
3. Review with the participants each of the module objectives.
4. Emphasize that this is basically a self-learning module and that what they get out of it is in part contingent upon what they put into it.

Time Outline

1. Review with the participants the Module Time Outline.
2. Tell the participants that they will be actively involved in each of the sessions. Each session begins with a text section summarizing the major points to be made. The activities following each introductory text section require that each participant be actively involved. These activities include such things as discussing, writing, presenting, and questioning.

Questions

1. Ask if there are any general questions that can be answered before the first activity is begun.
2. Tell the participants that they should feel free to ask questions as they arise during the workshop.

SESSION 1

Career Guidance and Assessment

(1/2 hour)

Objective

Participants will be able to write at least five advantages and four limitations for using group counseling for interpreting career guidance assessment information.

Purposes

The purpose of this activity is to provide participants with the opportunity to become more aware of the meaning and importance of effective and personalized interpretations of career guidance assessment information. It is also intended to help them identify personally relevant justifications for the use of group counseling for career guidance assessment information interpretation.

Instructions

1. Have the participants read the text section entitled Career Guidance and Assessment.
2. Have the participants complete Worksheet 1 immediately after they have completed reading the text section. Tell the participants that they are to use ideas from both the text and their own experiences in order to complete the worksheet.
3. After approximately 20 minutes begin a large group discussion of their responses on the worksheet. Specifically, ask the participants to share any advantages or limitations they listed that were not provided in the text. Do this for each section of the worksheet. Allow 10 minutes for large group discussion. You should collect the worksheets to insure that each participant fulfilled the objectives.

SESSION 2**Career Guidance Assessment Information****(3/4 hour)****Objective**

Participants will be able to list two advantages and two limitations to or for their students and to or for themselves in using each of the five assessment information activities appropriate for their group counseling interpretation.

Purposes

The purpose of this activity is to provide the participants with the opportunity to become more aware of the factors that need to be considered when any particular type of career guidance assessment information is used as the basis for group counseling interpretation. It is also intended to help the participants identify the type(s) of assessment information that each of them would be most comfortable working with and which types are appropriate and which are inappropriate for group interpretation.

Instructions

1. Have the participants read the text section entitled Career Guidance Assessment Information. Stress to them that Intelligence test data is not appropriate for group interpretation.
2. Have the participants complete Worksheet 2 immediately after they have finished reading the text section. Tell the participants that they are to use ideas both from the text and from their own experiences in order to complete the worksheet. You should collect these later to verify the completion of objective #2.
3. After approximately 20 minutes, have the participants divide themselves into groups of 4 or 5. Have the participants read the instructions for the small group activity and begin their discussions when everyone in the group is ready.
4. After approximately 20 minutes, take time to respond to any questions or comments the participants might have about this second activity.

SESSION 3
Personalizing Group Counseling

(2 hours)

Objective

Participants will be able to demonstrate (in writing) the use of three (3) group leader facilitative responses.

Purposes

The purpose of this activity is to provide the participants with the opportunity to become more aware of the types of group counseling leader behaviors that facilitate personalization of career guidance assessment information. It is also intended to provide them with practice in the identification and use of basic group counseling leader responses.

Instructions

1. Have the participants read the text section entitled Personalizing Group Counseling. Encourage them to read this section thoroughly, carefully, and slowly. Have them study the examples and do the tasks required.
2. After approximately 20 minutes begin the large group discussion. To start, have the participants read the instructions for the large group discussion. Read aloud the first of the sample student statements. Have some of the participants offer representative examples (orally) of possible responses. Encourage diversity. Try to get an example of each of the seven types of responses for each of the sample student statements. Try to get every participant to be involved in this activity. Repeat this procedure for each sample student statement. THIS IS A CRUCIAL PORTION OF THE WORKSHOP. MAKE IT AS EFFECTIVE AS POSSIBLE.
3. After approximately 30 minutes, have participants rank order the two sample sets of responses.
4. After approximately 10 minutes, lead a 10 minute discussion on how the participants' rankings compared to ours.

5. Now, have participants read the instructions for the triad activity. Then have them form triads (number off 1 - 3) and begin the exercise. Move from triad to triad and be a casual observer. Help out where you can. When each triad begins the feedback portions, provide your own feedback on what you observed. Be positive. Offer compliments as well as helpful suggestions. KEEP TIME FOR THIS ACTIVITY AND TELL THE PARTICIPANTS WHEN TO SWITCH ROLES. The Triad Activity roleplaying portion should last approximately 30 minutes.
6. After approximately 30 minutes, have the participants complete Worksheet 3. Again, you may wish to collect these worksheets.
7. After approximately 15 minutes, take a few minutes to respond to any additional questions the participants may have about this third activity and then begin the next activity.

SESSION 4
REGULATING GROUP INTERACTION

(1 hour)

Objective

Participants will be able to demonstrate (in writing) three (3) group leader regulating responses.

Purposes

The purpose of this session is to provide the participants with the opportunity to become more aware of the uses of group counseling leader verbal behaviors that facilitate intragroup interaction and movement. It is also intended to provide participants with practice in the use of linking, feedback, and pacing responses.

Instructions

1. Have the participants read the text section entitled Regulating Group Interaction.
2. After approximately 10 minutes have the participant begin the small group activity. First, have the participants read the instructions for the small group activity. Next, have them group themselves into small groups of 4 or 5. Then have all groups conduct the small group activity. KEEP TIME FOR THIS ACTIVITY AND TELL THE PARTICIPANTS WHEN TO SWITCH ROLES.
3. After approximately 25 minutes, begin the large group discussion. Encourage the participants to share their opinions and feelings about their roleplaying activities. Answer any questions they may have about group leader regulating responses.
4. After approximately 15 minutes, have the participants complete Worksheet 4. Again, you should collect their worksheets to verify the completion of objective 4.
5. After approximately 10 minutes, begin the next activity.

SESSION 5
Performance Evaluation

(1 1/2 hours)

Objective

Participants will be able to evaluate a group counseling leader's effectiveness in the group counseling approach to career guidance assessment information interpretation by counting behaviors accurately at least 75% of the time.

Purposes

The purpose of this activity is to provide the participants with the opportunity to become more aware of the need for self-evaluation of performance as a group counseling leader. It is also intended to provide participants with practice in the use of one approach to self-evaluation.

Instructions

1. Have the participants read the text section entitled Performance Evaluation.
2. After approximately 15 minutes begin the group activity. First, have the participants read the instructions for the group activity. Next, select one group of 5 to start. Arrange the other participants in a large circle around the small group. Allow each group to continue for approximately 10 minutes. **KEEP TIME FOR THIS ACTIVITY AND TELL THE GROUPS OF PARTICIPANTS WHEN TO SWITCH ROLES.** Also, count the leaders' behaviors accurately yourself for later verification of the participants' counting.
3. After approximately 40 minutes begin a large group discussion. Go over the Group Leader's Scorecard and have participants share the frequencies of the type of responses they observed for each of the time periods. Each should coincide with your tally at least 75% of the time. Encourage discussion about the relative frequencies. **KEEP A POSITIVE PERSPECTIVE -- BE CERTAIN THAT THIS DISCUSSION DOES NOT BECOME OVERLY CRITICAL OF ANY GROUP LEADER'S PERFORMANCE.**

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4. After approximately 15 minutes, respond to any remaining questions that the participants may have about this fifth activity.

Wrap-Up

(1/4 hour)

1. Summarize the day's activities. Reinforce the skills that the participants have learned during the workshop.
2. Respond to any remaining questions that the participants may have about any of the workshop activities.
3. Point out that the references at the end of the module will provide them with additional information about the topics in the module.
4. End on a positive note. Be appreciative and thank them for participating. Relax -- it's over.

Evaluation Criteria

The following guidelines are designed to help you evaluate whether the participants have achieved the module's objectives.

Objective 1:

This objective will have been successfully achieved if the participant has provided sufficient information on Worksheet 1. Sufficient information in this context means that the participant must have listed at least 3 advantages and 2 limitations under each of the first three subsections of Worksheet 1 and at least 2 advantages and 1 limitation for the last subsection of Worksheet 1. You can verify these by checking their responses with those in the text within session one.

Objective 2:

This objective will have been successfully achieved if the participant has provided sufficient information on Worksheet 2. Sufficient information in this context means that the participant must have listed at least 1 advantage to students, 1 advantage to the participant, 1 limitation to students, and 1 limitation to the participant under each of the 5 subsections of Worksheet 2. Again, you may verify this from the text.

Objective 3:

This objective will have been successfully achieved if the participant is able to correctly demonstrate the use of the group leader facilitative responses. Correct use means that the participant must have correctly identified at least 4 of the 5 sample counselor responses and provided at least 3 correct facilitative leader responses of their own on Worksheet 3. Check the text and use your judgment as to whether they used the 3 facilitative responses (open-ended questions, clarification of content, or reflection of feeling). Answers to the sample counselor responses on Worksheet 3 are: (1) reflecting and understanding of feeling, (2) reassuring and supporting, (3) clarifying and summarizing,

(4) analyzing (watch "because"), (5) closed questioning, and (6) open-ended questioning. You will need to determine if the responses for the participant provided are appropriate to each of the facilitative responses called for.

Objective 4

This objective will have been successfully achieved if the participant is able to correctly demonstrate the use of counselor regulating responses. Correct use in this context means that the participant must have provided responses appropriate for at least 4 of the 6 called for on Worksheet 4. You will need to determine the correctness of each of the participant's responses from the text of the module.

Objective 5

This objective will have been successfully achieved if the participant is able to correctly use the group leader's scorecard. Correct use in this context means that the participant must have recorded (in various categories on Worksheet 5) at least 80% of the responses made by the persons serving as counselors. In order to make this determination you either tape record this roleplaying session and use the scorecard on it later or use the scorecard as the demonstration is occurring. In other words, the participants must record at least 80% of the responses you record (assuming, of course, that you record all of them).

SAMPLE EVALUATION INSTRUMENTS

On the next five pages are two sample instruments, the Module Performance Record and the Evaluation Questionnaire for Staff Development Workshops. You may wish to use these instruments to gather information for evaluating any workshop in which you administer this module, and for making decisions about future workshops. The Module Performance Record (MPR) is a form for tallying participants' achievement of objectives. The Evaluation Questionnaire seeks participants' opinions on four dimensions: (1) perceived value of the workshop; (2) effects of participating in the workshop; (3) role and performance of the coordinator; and (4) recommended improvements in the workshop. As it now stands, the questionnaire should take participants 10-20 minutes to complete. You, as module coordinator, should complete the MPR form based upon the results of the postassessment or other evidence supplied by participants. If you duplicate the Evaluation Questionnaire for participants to complete, we suggest you print it as a four page booklet.

NATIONAL CONSORTIUM ON COMPETENCY-BASED STAFF DEVELOPMENT
MODULE PERFORMANCE RECORD

MODULE TITLE: _____

WORKSHOP DATES: _____

WORKSHOP COORDINATOR(S): _____

Participants' Names (Alphabetically)	OBJECTIVES (Place a check (✓) mark for each objective achieved.)						
	1	2	3	4	5	6	7
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
13.							
14.							
15.							

NATIONAL CONSORTIUM ON COMPETENCY-BASED STAFF DEVELOPMENT

EVALUATION QUESTIONNAIRE FOR STAFF DEVELOPMENT WORKSHOPS

Your responses to the brief questions in this booklet will help us evaluate the workshop you just completed and make decisions regarding future workshops. Please take 10-20 minutes to answer honestly and thoughtfully. You need not sign your name, but we do need your help. Please answer each question. Thank you.

Name (Optional) _____ Date _____

Module Title _____

A. General Issues Related to the Workshop

Respond by checking the column (A, B, C, D, or E) of the statement which best expresses your feeling or opinion on each item in the following list. If none of the possible choices precisely represents your view, pick the one that comes closest.

STATEMENTS	Column A	Column B	Column C	Column D	Column E
	I strongly agree	I agree	I disagree	I strongly disagree	I don't know. I have no basis for answering.
1. This workshop made a valuable contribution to my professional development.					
2. I acquired <u>new</u> knowledge during this workshop.					
3. I would <u>not</u> recommend this workshop to anyone else.					
4. I am glad I attended this workshop.					
5. In this workshop, I experienced at least one <u>positive</u> change in my knowledge, attitudes, or skills.					
6. As a result of this workshop, I expect that I will help improve the career guidance program in my work setting.					
7. I experienced at least one <u>negative</u> effect from this workshop.					
8. This module must be improved.					
9. The Coordinator was in <u>asset</u> to this workshop.					
10. The Coordinator was <u>unprepared</u> .					
11. The Coordinator was <u>poorly</u> organized.					
12. The Coordinator was clear and to the point.					
13. The material and activities in this workshop were <u>not</u> helpful.					
14. The material and activities were applicable to my needs.					
15. The material and activities were routine and boring.					
16. The workshop's objectives addressed the training needs that I <u>needed</u> they would.					

Developed by the National Consortium on Competency-Based Staff Development in cooperation with the American Institutes for Research, under support by the United States Office of Education, Department of Health, Education, and Welfare under Part C of the Vocational Education Act of 1963.

- B. Please list and briefly describe up to three major positive changes that you have experienced in your knowledge, attitudes, or skills because of this workshop. Continue on the back of this booklet if necessary. If you did not experience any positive changes, please check the appropriate space.

_____ There were no positive changes.

- C. Please list and briefly describe any negative effects you have experienced because of this workshop. Continue on the back of this booklet if necessary. If you did not experience any negative effects, please check the appropriate space.

_____ There were no negative effects.

- D. Please list and briefly describe any improvements you anticipate in your career guidance program as a result of this workshop. Continue on the back of this booklet if necessary. If you don't expect any improvements as a result of this workshop, please check the appropriate space.

_____ I don't expect any improvements in my career guidance program as a result of this workshop.

- E. Please list and briefly describe any other comments on this workshop, criticisms of it, or suggestions you have for improving it. We are especially interested in your ideas on topics or activities that should receive more or less emphasis. Continue on the back of this page if necessary.

This image shows a single sheet of white paper with horizontal black ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears to be from a notebook or a set of legal pads. There is no handwriting or other markings on the page.

NATIONAL CONSORTIUM COMPETENCY-BASED STAFF DEVELOPMENT RESOURCES

Modules 1-12 comprise a series on Developing Comprehensive Career Guidance Programs.

1. Career Development Theory
Barbara Sanderson and Carolyn Helliwell
2. Program Development Model
Charles Dayton and H. B. Gelatt
3. Assessing Desired Outcomes
Charles Dayton
4. Assessing Current Status
Phyllis DuBois
5. Establishing Program Goals
Charles Dayton
6. Specifying Student Performance Objectives
Laurie Harrison
7. Selecting Alternative Program Strategies
H. B. Gelatt
8. Specifying Process Objectives
Barbara Pletcher
9. Developing Program Staff
Barbara Pletcher
10. Trying Out Activities and Monitoring Early Implementation Efforts
Steven M. Jung
11. Conducting Summative Evaluation (Cost-Impact Studies)
Jean Wolman
12. Communicating Evaluation Results
Sarah Roberts

The remaining modules address other competencies necessary for providing comprehensive career guidance.

13. Utilizing Strategies for Adult Guidance
Zandy Leibowitz and Nancy Schlossberg
14. Designing Programs for Adult Guidance
Zandy Leibowitz and Nancy Schlossberg
15. Providing Life/Career Planning for Women and Girls
Janice M. Birk
16. Providing Career Guidance for Young Women
Pamela G. Colby

17. Enhancing Understanding of Students with Physical Disabilities
Susan L. McBain
18. Helping Students Explore Work and Leisure Options
Pamela G. Colby
19. Planning a Career Resource Center
Robert A. Wood, Neal Rogers, and Clella Klinge
20. Developing People Relationship Competencies for Career Resource Center Technicians
Jill Paddick and Dale Dobson
21. Developing Facility Maintenance Competencies for Career Resource Center Technicians
Clarence Johnson
22. Planning Pre-Employment Programs
Joyce Fielding and Marvin Fielding
23. Conducting Job Development Programs
Joyce Fielding and Marvin Fielding
24. Conducting Job Placement Programs
Joyce Fielding and Marvin Fielding
25. Conducting Follow-Up and Follow-Through Programs
Joyce Fielding and Marvin Fielding
26. Imaging Futuristic Career Guidance Goals
Juliet V. Miller, Garry R. Walz, and Libby Benjamin
27. Imaging Futuristic Career Guidance Programs
Juliet V. Miller, Garry R. Walz, and Libby Benjamin
28. Using Change Agent Skills to Manage Career Guidance Program Development
Juliet V. Miller
29. Using Change Agent Skills to Manage Career Guidance Program Implementation
Juliet V. Miller
30. Developing Effective Public Relations
Norman C. Gysbers
31. Developing and Conducting In-Service Programs
Al Stiller
32. Providing Leisure Information in the Career Resource Center
Ron Klein and Robert Swan
33. Developing Career Center Resources for Faculty Use
Marlene Fredricksen and Robert Swan
34. Providing Career Guidance in a Group Setting
Perry Samuels

35. Personalizing Career Guidance Assessment Information Through Group Counseling
Joe Wittmer and Larry C. Loesch
36. Clarifying and Articulating Individual Values and Skills for Career Planning
Jerald R. Forster
37. Helping Parents to Help Adolescents in Career Exploration
Janice M. Birk
38. Helping Young Adults Make the School-to-Work Transition
Sherri Johnson, C. D. Johnson, and Niel Carey
39. Helping the Community Help Students with Career Development
Richard Lutz and Jim Crook
40. Establishing Community-Based Employment Programs
Ellen A. Stewart
41. Designing Career Development Programs for Business and Industry
Zandy Leibowitz and Nancy Schlossberg
42. Developing Coping Skills for Career-Related Changes
Phil Abrego and Lawrence Brammer
43. Helping People with Preretirement Planning--An Introduction
Garry R. Walz, Libby Benjamin, Helen L. Mamarchev, and Beverly Pritchett
44. Counseling Needs of the Older Adult
Patricia Cook and Ellen Stewart
45. Specializing Career Guidance Strategies for Use with Ethnic Minorities
Woodroe M. Parker and Roderick J. McDavis
46. Using Self Awareness and Effective Communication for Helping Ethnic Minorities with Career Guidance
Roderick J. McDavis and Woodroe M. Parker
47. Helping Elementary School Students Develop Decision-Making Skills
Lee Winocur
48. Consulting in the Area of Career Guidance
Tom Quinn
49. Planning Collaborative Career Guidance Projects
Larry C. Loesch and Joe Wittmer
50. Becoming Resource Resourceful
Garry R. Walz, Libby Benjamin, Helen L. Mamarchev, and Beverly Pritchett
51. Making Change Happen: Learning a Systematic Model for Change
Libby Benjamin and Garry R. Walz
52. Making Change Happen: Overcoming Barriers to Change
Libby Benjamin and Garry R. Walz

The National Consortium has also produced a catalog of competency-based programs and lists of desirable competencies for providing comprehensive career guidance.

53. Competency-Based Education for Guidance and Counseling Personnel:
A Catalog of Programs and Competencies--Second Edition
Susan L. McBain, Compiler